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ABSTRACT

This publication provides information on current research on teaching and teacher education. The abstracts contained here have been organized into three major categories: teacher education programs, professional development, and intellectual growth. In addition to addressing a variety of topics, these papers are based upon a range of scholarly approaches to the study of teacher education--conceptual analyses, surveys, case studies, and program evaluation. Contributors represent a diverse group of professionals, including recent graduates of doctoral programs and seasoned researchers. Contributions are included from several foreign sources as well as the United States. The full texts of these papers are available from ERIC. (JD)

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TEACHING and TEACHER EDUCATION

1988 AERA Division K Abstracts

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

FOREWORD

This publication is a new offering by the ERIC Clearinghouse on Teacher Education, and it represents an earnest attempt to provide information on current research on teaching and teacher education, and to make that information accessible to a wide audience. The papers included here were all presented at the annual meeting of the American Educational Research Association in New Orleans in April, 1988. Thus they all underwent the peer review system that selects papers to be presented from among the large number of proposals submitted each year. The abstracts contained here have been organized into three major categories, and this in itself is a major acomplishment, for the papers cover a wide variety of topics, and do not lend themselves easily to such categorization.

In addition to addressing a variety of topics, these papers are based upon a range of scholarly approaches to the study of teacher education. Conceptual analyses, surveys, case studies, and program evaluation reports have all found a home here. Furthermore, these papers have been contributed by a fairly diverse group of professionals, including recent graduates of doctoral programs and seasoned researchers. There is an international flavor to these pages, since the papers have come from several countries, including the United States, Canada, Israel, Italy, Australia, Botswana, Singapore, Finland, and Great Britian. While members of AERA's Division K (Teaching and Teacher Education) are well represented here, not all of the contributors are Division K members, and not all of the papers were presented at sessions organized by Division K.

It is no accident that these abstracts address varied topics, use a range of investigative procedures, and emanate from a diverse group of authors. The papers abstracted here accurately reflect the diversity that exists within the professional community concerned with research, policy, and practice in teaching and teacher education. It is a healthy diversity, and a feature of our field that should be applauded and encouraged. Indeed, the mission statement of Division K specifically states that "a complete understanding of the complexities of teaching and teacher education requires research from multiple perspectives, including a broad range of disciplines, fields of practice, and cultural viewpoints."

The ERIC Clearinghouse on Teacher Education has performed a useful service by making these abstracts available in this format.

Greta Morine-Dershimer
Vice President, Division K

TEACHER EDUCATION PROGRAMS

Recruiting Black Teachers: An Agenda for Black Colleges and Universities. S. L. Ansah

Trends in Teacher Education as Reported on the Institutional Questionnaire. Gary R. Galluzzo and others

Making the Grade: A Qualitative Study of Teacher Preparation Classes in Physical Education. Kim C. Graber

Reform in Teacher Education: Process to Product. Helen Harrington

AACTE RATE Project: A National Study of Teacher Preparation. Year Two: Foundations Courses. Kenneth R. Howey

Critical Pedagogy and Teacher Education. Daniel P. Liston and Kenneth M. Zeichner

Race, Class, Gender and the Teacher Education Curriculum. James Lynch

The Recruitment and Induction of "Quality" Students Into Teacher Education: A Case Study. J. Dan Marshall and others

Three Perspectives on the Language of Supervision: How Well Do the University Supervisor, Cooperating Teacher, and Student Teacher Understand Each Other? R. Arden Moon and others

State Characteristics Associated with Policies Restricting Entry to Teaching. Marilyn Scannell

"Wha'd She Think?"-- A Comparison of the Role Perspectives, Evaluative Judgement Criteria Cognitive Maps, & Written Records of Three University Student Teacher Supervisors. Joanne M. Simmons

How Do We Prepare Teachers? Using Research Problem Solving and Technology to Improve Teacher Education. Dorothy J. Skeel and Ann M. Neely

Transfer of Training to the Classroom by Student Teachers: Effects of an Experimental Model. Majorie J. Wynn

Performance of Three Cohorts of Students Enrolled in A Degree Programme in the Department of Primary Education at the University of Botswana. John H. Yoder and Max W. Evans

1987 National Survey of Students in Teacher Education Programs: Preliminary Findings. AACTE Research About Teacher Education Projects. Nancy Zimpher

PROFESSIONAL DEVELOPMENT

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A Study of Teachers' Planning. Rolland Callaway

Principals' Perceptions of Teachers' Instructional Practices: A Case Study. Anita M. Canizeres and Tom Rusk Vickery

Responding to Student Questions: The Effects of Teacher Subject-Matter Knowledge and Experience on Teacher Discourse Strategies. William S. Carlsen and Suzanne M. Wilson

The Education Professoriate: Introductory Foundations Faculty, 1987 RATE Data. Edward R. Ducharme and Mary M. Kluender

Teachers as Researchers: Implications for Supervision and Teacher Education. John Elliott

Inservice Education: Some Constructivist Perspectives and Examples. Richard F. Gunstone and Jeff R. Northfield

Bloom's Mastery Learning and Hunter's Mastery Teaching: Complement or Conflict. Thomas R. Guskey

A Peer Coaching Model for Teachers of Limited English Proficient Students. Judy Kwait

Is Teaching Also a Moral Craft for Secondary School Teachers? Cognitive and Emotional Processes of Student Teachers in Professional Development During Teacher Education. Hannele M. Niemi

Through the Looking Glass: Towards Thicker Description of Teaching. John K. Olson

Peer Collaboration: Enhancing Teacher Problem-Solving Capablities for Students at Risk. Marleen C. Pugach and Lawrence J. Johnson

Teacher Perceptions of PET With Special Emphasis on Coaching. Janelle Rivers

Developing Teacher Knowledge for Professional Renewal: A State Professional Development Perspective. Anthony G. Rud Jr.

Training Retired Teachers for the Transition to Mentoring. Susan Riemer Sacks and Katherine Knight Wilcox

Effects of Change in Teacher-Pupil Ratios and Teachers' Salaries on Achievement and Dropouts. John T. Seyfarth

Education Divided by AIDS Equals (?) Joan Strouse

Cognitive Modification as Intervention for Increasing Basic Skills in Classroom Planning and Teaching. Dennis W. Sunal

Conceptual Change and Science Teacher Training: A Constructivist Perspective. N. Grimellini Tomasini and B. Pecori Balandi

Action Research: A Field Perspective. Patricia Wood

INTELLECTUAL GROWTH

Teaching and Being: Connecting Teachers' Accounts of Their Lives with Classroom Practice. William Ayers

Reflection in Student Teaching: The Place of Data in Action Research. Marie Brennan and Susan H. Noffke

The Knowledge Which Underpins the Craft of Teaching. Sally Brown and others

Personal Knowing in Spontaneous Teaching Practice. Ardra L. Cole

Sharing Professional Savvy for Mutual Purpose: Researcher and Teacher Join Hands. Ardra L. Cole

The Dimensions of Reflection: A Conceptual and Contextual Analysis. Susan E. Noffke and Marie Brennan

The Cultural Context of Teacher Thinking and its Significance for Innovation. John K. Olson

From Microteaching to Teaching Learning Laboratories--T.L.L. An International Perspective. Arye Perlberg

Investigating Teachers' Knowledge Through Ethnographic and Biographical Approaches: A Case Study. Danielle Raymond and Marguerite Surprenant

Teacher Values and the Construction of Curriculum. E. Wayne Ross

Teachers Learning From Experiences of Teaching: Analyses Based on Metaphor and Reflection. Tom Russell and Phyllis Johnston

Effects of Intervention Instruction Using Cognitive Modification Techniques on Teacher Perception and Behavior. Dennis W. Sunal

Teacher and Student Cognition. Why Should We Care? Deborah J. Trumbull

Did the American Herbartians Have a Research Base? Barry H. Westfall

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The full text of each paper may also be read at any college or university library that holds an ERIC microfiche collection.

INDEXING TERMS

ERIC indexing terms, identified throughout as ERIC Descriptors, and ERIC Identifiers, are listed for those interested in finding other documents on related topics in the ERIC System. Terms marked with an askterisk (*) are major descriptors or identifiers. Other terms are minor descriptors or identifiers.

TEACHER EDUCATION PROGRAMS

Faced with multiple, and sometimes conflicting, demands from the public and politicians to improve the quality of teaching in the public schools, teacher educators must confront the problem of better training their students. These papers address some of the ways in which teacher education programs are responding to the challenge of recruiting and training talented students.

The programs and research described include: a holistic approach for introducing multicultural education programs in schools; the effect of state policies on standards for entry into teacher education programs; the policies one state's school districts have--or have not--implemented to deal with students and teachers who suffer from AIDS; the results of an experimental peer-coaching program to help student teachers translate their academic coursework into instructional skills in the classroom; and one institution's experience in attracting and retaining talented students for its teacher education program.

Recruiting Black Teachers: An Agenda for Black Colleges and Universities.

S. L. Ansah

ED 293 829

This paper, using available statistics, seeks to emphasize the declining number of black teachers in large public school systems, even though enrollment is becoming predominantly black. The paper places the responsibility of arresting this downward trend on historically black colleges and universities, and suggests three strategies to deal with the problem. These strategies include improving faculty teaching methods through professional development programs; teaching students to be test-wise; and establishing coalitions of partnerships with area schools and junior colleges.

ERIC Descriptors:*Black Teachers; *Black Colleges; *Teacher Recruitment; *Test Wiseness; *College School Cooperation; *Teacher Shortage; Standardized Tests; Higher Education; Socioeconomic Factors; *Faculty Development

Trends in Teacher Education as Reported on the Institutional Questionnaire.

Gary R. Galluzzo and others

ED 294 870

This paper reports on the degree to which teacher educators have addressed the current calls for reform in teacher education. The data were taken

from the institutional questionnaire of the Research About Teacher Education (RATE) Project of the American Association of Colleges for Teacher Education (AACTE). The 90 respondents, each representing one institution, answered 10 items on the survey questionnaire regarding their institution's actions on each current reform proposal. The items, drawn from various national reports on teacher education, involved: (1) raising admission standards for entry into teacher education; (2) offering scholarships and other incentives to attract teaching candidates; (3) instituting a five-year program that terminates in a master's degree and a teaching certificate; (4) instituting extended programs, e.g., MAT, M.Ed., etc.; (5) developing formal partnerships with school(s); (6) using teachers as teacher educators; (7) changing the liberal arts curriculum for preservice teachers; (8) instituting a recruitment program to attract better students; (9) changing exit standards; and (10) instituting an alternate certification program for literary arts graduates. A discussion is presented on the survey results and how they reflect changes and trends in teacher education.

ERIC Descriptors:*Teacher Education Programs; *Educational Change; *Program Improvement; *Trend Analysis; *Teacher Education Curriculum; Higher Education; Teacher Certification; Graduation Requirements; Admission Criteria; Student Recruitment; Program Length; College School Relationship
ERIC Identifiers:*AACTE Research About Teacher Education Project

Making the Grade: A Qualitative Study of Teacher Preparation Classes in Physical Education.

Kim C. Graber

ED 293 826

Studentship, the focus of this study, is the process by which students react to the demands of the training environment. It consists of a perspective on the process of professional training which allows students to determine which dispositions they intend to acquire and which they will choose to ignore. Studentship includes an array of behaviors which students employ in order to progress through a training program with greater ease, more success, and less effort. Because these behaviors include such things as cheating, taking short-cuts, psyching-out the teacher, and faking public expressions of belief, some trainees may never develop the professional values which are intrinsic to being a dedicated teacher. This study describes the various studentship behaviors undergraduate preservice physical education students exhibit. It searches for the contextual conditions which surround the use of studentship, conditions which might, in part, encourage or reduce the tendency for students to employ such behaviors.

ERIC Descriptors:*College Students; *Plagiarism; *Discipline Problems; *Cheating; Notetaking; *Student Attitudes; Codes of Ethics; Physical Education; Higher Education; Teacher Education; *Student Behavior
ERIC Identifiers:*Studentship

Reform in Teacher Education: Process to Product.

Helen Harrington

**SP 030 359

Recommendations of a task force, directed to study ways to upgrade teacher preparation programs to make the course of study more rigorous and effective, became mandatory for constituent institutions once they were adopted by the board of governors and the general assembly of a southeastern state. This provided an opportunity to study the process of change in higher education in general and teacher education in particular. Seventeen specific recommendations were set forth. This study examined the response of one institution of higher education to these recommendations for change in teacher education. The change process included the formulation of policy, its adoption, implementation and institutionalization. The study focused on policy formulation as an aspect of organizational change. Three questions are discussed: (1) how policy is formulated in higher education; (2) how the complex forces (subsystems) within the organization and external to the organization interact with the policy formulation process; and (3) how characteristics of higher education influence the process, if at all.

ERIC Descriptors:*Educational Change; *Teacher Education Programs; *Policy Formation; *Change Strategies; *Organizational Change; Institutional Evaluation; Decision Making; Higher Education; Program Implementation; Organizational Objectives; *Institutional Characteristics; Case Studies

AACTE RATE Project: A National Study of Teacher Preparation. Year Two: Foundations Courses.

Kenneth R. Howey

ED 294 869

This paper reports on findings from a survey of teacher education faculty and students soliciting opinions on the effectiveness of foundations courses in the teacher education curriculum. The survey population was drawn from member institutions of the American Association of Colleges for Teacher Education. Perceptions were sought on: (1) the quality of the education program; (2) the academic ability of students; (3) the adequacy of preparation for entry-level teaching; (4) the adequacy of preparation for core teaching functions; (5) the appropriateness of preparation for teaching in culturally diverse classes; (6) the general rigor of education courses compared to other college courses; and (7) the importance students and faculty assign to foundations study for teacher preparation. A brief analysis of the findings is presented in a summary of the paper. Two tables are included: opinions on prospective teachers'

ability to teach in core functions; and opinions on the extent to which the study of educational foundations has contributed to students' understanding and attitudes.

ERIC Descriptors:*Foundations of Education; *Student Attitudes; *Teacher Attitudes; *Program Effectiveness; Higher Education; Preservice Teacher Education; Teacher Education Curriculum; Classroom Techniques
ERIC Identifiers:*AACTE Research About Teacher Education Project

Critical Pedagogy and Teacher Education

Daniel P. Liston and Kenneth M. Zeichner

**SP 030 348

The authors offer their view of a normative basis for an approach to teacher education that contributes to the establishment of more critical and emancipatory practices in American public schools. These ideas are then linked to the broader tradition of radicalism in teacher education. A variety of conceptual lenses and instructional strategies utilized by radically-oriented teacher educators are discussed, together with the possibilities for the realization of a radical agenda for teacher education. It is argued that teacher educators need to become much more politically involved in confronting the external conditions that limit the possibilities for reform in teacher education.

ERIC Descriptors:*Controversial Issues (Course Content); *Educational Change; *Moral Issues; *Teacher Responsibility; *Politics of Education; *Teacher Educators; Educational Research; Elementary Secondary Education; Higher Education; Social Problems; Curriculum Development; Critical Thinking; Teacher Education

Race, Class, Gender and the Teacher Education Curriculum.

James Lynch

ED 292 795

This paper outlines a holistic approach for introducing multicultural teacher education in an institution centrally committed to combating prejudice in its policies, procedures, and practices. The components of a holistic approach are described as: (1) discourse with the community; (2) the preparation of a policy statement; (3) recruitment of faculty; (4) recruitment of students; (5) resources; (6) links with schools; (7) the curriculum; (8) teaching/learning strategies; and (9) assessment and evaluation approaches. At all stages, the interrelationship of these various components is stressed, and the role of cross-course coordinators is particularly emphasized. Drawing on work from the United States, an initial typography of professional development needs for teacher educators is proposed, comprising contextual, affective, cognitive, pedagogical,

consequential and experiential dimensions, at individual, institutional and systemic levels. The stages in the the development of multicultural teacher education are indicated and the need for a systematic, normative, re-educative approach congruent with democratic values is highlighted.

ERIC Descriptors:*Sex Bias; *Race Bias; *Holistic Approach; *Multicultural Education; *Teacher Education Curriculum; Teacher Educators; Affirmative Action; Foreign Countries; Preservice Teacher Education; Policy Formation; Foreign Countries

The Recruitment and Induction of "Quality" Students Into Teacher Education: A Case Study.

J. Dan Marshall and others

ED 294 843

This paper discusses findings from the first two years of a six-year longitudinal study related to the recruitment, training, and retention of quality students into teaching. The paper highlights the importance of developing "adequate indicators" to gauge our conceptions of quality and provides selected, standardized instrument data from the study's population as a basis for discussing the importance of commitment to teaching. The paper also explores the value of sustained or extended recruitment as a way to develop and monitor students' introduction to the teaching profession. Finally, the paper frames these data-based discussions within a critique of current reform agendas designed to recruit quality students. Contributions toward substantive reform in teacher preparation will arise only from teacher education research which sets out to expand intellectual parameters and to bracket public sentiment.

ERIC Descriptors:*Student Recruitment; *Academically Gifted; *Teaching Occupation; *Student Characteristics; Longitudinal Studies; Social Attitudes; Preservice Teacher Education; Higher Education; Research Needs; Educational Change

Three Perspectives on the Language of Supervision: How Well Do the University Supervisor, Cooperating Teacher, and Student Teacher Understand Each Other?

R. Arden Moon and others

ED 293 806

This paper examines the uncertainty and ambiguity surrounding student teaching supervision which may result from the individually idiosyncratic and imprecise use of language in clinical instruction and evaluative judgments. Case study methodology is used to compare the language used and the underlying images of "student teaching" and "effective teaching"

held by individuals within the student teaching triad as they try to communicate expectations and build understanding in the novice teacher. Focus is on the explicit language and underlying implicit judgment criteria and processes of the university supervisor, cooperating teacher, and student teacher. The specific objectives of this study are to identify the ideas, thoughts and images held by the student teacher, supervisor and cooperating teacher during the student teaching experience; and to analyze these data to compare the language used and meanings held by members of the triad.

ERIC Descriptors:*Student Teacher Supervisors; *Cooperating Teachers; *Student Teachers; *Interpersonal Communication; *Communication Problems; Language Proficiency; Teacher Effectiveness; Preservice Teacher Education; Higher Education; Case Studies

State Characteristics Associated with Policies Restricting Entry to Teaching.

Marilyn Scannell

ED 293 804

This paper looks at state-level reform efforts during the past decade, focusing particularly on teacher competency assessment policies. Six questions are addressed: (1) How restrictive are state policies beyond coursework for entering the teaching profession? (2) How do states vary on restrictions for entry to the teaching profession? (3) Are there regional patterns of policy restrictiveness? (4) What do the findings suggest about the relation of political groups and structure to policy restrictiveness? (5) Are there patterns of state characteristics associated with restrictive policies, and do these vary by region? (6) What do the findings suggest about the professionalization of teaching? Results revealed that states with the most restrictive policies are those where the policymaking process is dominated by a unified political elite; where the proportion of black students in the public schools is high; and where valuation of education is low. In most states, the application of restrictiveness across policy measures was inconsistent. Finally, professional educators are not associated with policy restrictiveness.

ERIC Descriptors:*State Standards; Teacher Selection; *Teacher Qualifications; *Equal Opportunities (Jobs); Credentials; Teacher Characteristics; Policy Formation; Teacher Evaluation; *Teacher Certification; Higher Education; *Politics of Education; *Minimum Competencies

"Wha'd She Think?"-- A Comparison of the Role Perspectives, Evaluative Judgment Criteria Cognitive Maps, & Written Records of Three University Student Teacher Supervisors.

Joanne M. Simmons

ED 293 808

Case study methodology using structured interviewing and cognitive mapping techniques is used to reveal the contrasting role perspectives and evaluative judgment criteria of three university student teacher supervisors with different professional backgrounds. This study extends an earlier investigation by comparing these role perspectives and judgment criteria with the results of content analysis of each supervisor's written observation records and final reports for a nominated sample of six student teachers with whom she worked. The students were classified as being strong, average, or weak student teachers. The implications of these findings for future research and for the selection, training, and on-going support of such supervisors are presented. Data from the study are displayed in tables and references are included.

ERIC Descriptors:*Role Perception; *Student Teacher Supervisors; *Evaluation Criteria; *Technical Writing; *Student Evaluation; Preservice Teacher Education; Higher Education; Cognitive Mapping; Case Studies

How Do We Prepare Teachers? Using Research Problem Solving and Technology to Improve Teacher Education.

Dorothy J. Skeel and Ann M. Neely

ED 292 797

After assessing its teacher education program and current teacher education research, the Peabody College of Vanderbilt University decided the ultimate goal of its program should be to develop teachers who are problem solvers, capable of assessing classroom situations and selecting from alternative strategies their most appropriate resolution. Using four phases of problem-solving strategy--understanding, planning, resolving, and looking back--the teacher education program was modified. This report describes some of the steps in that process. Each phase and the objectives developed for it are described, as well as the research findings applied to each. To demonstrate the usefulness of the research findings in carrying out the university's objectives, examples of how the college developed and changed its program are given. One of these includes a description of a series of videotaped classroom scenes which were used to instruct student teachers before they ever entered an actual classroom. The importance of the review phase of problem solving, which offers an opportunity to reflect on and evaluate the problem and its solution, is discussed. The significance of relating the problem to others, and thus adding it to the repertoire of solved problems, is noted. References are included and a sample practicum observation form is appended.

ERIC Descriptors:Research Utilization; *Problem Solving; *Teacher Education Programs; *Program Development; *Theory Practice Relationship; *Evaluative Thinking; Teacher Effectiveness; Preservice Teacher

Education; Higher Education; Student Teaching
ERIC Identifiers:Vanderbilt University TN

Transfer of Training to the Classroom by Student Teachers: Effects of an Experimental Model.

Marjorie J. Wynn

ED 293 830

The purpose of this study was to determine whether student teachers participating in an experimental seminar, which included peer coaching based on self-identified, instructor-, and peer-determined instructional needs, would demonstrate greater instructional skill transfer to the elementary classroom than would student teachers participating in a traditional seminar which was based on instructor-predetermined instructional needs. The experimental group participated in seminar sessions which were based on the Wynn Experimental Model. The model, which was developed and implemented during the study, was designed to meet each intern's immediate and personal instructional needs. The model contained the following components: (1) self-identified teaching concerns; (2) peer coaching; (3) self-analysis; (4) goal setting; and (5) reflection. Two conclusions were drawn from this study: student teachers need assistance in transfering instructional skills from the academic environment to the classroom; and, the Wynn Experimental Model is more effective in facilitating transfer of effective teaching behaviors to the classroom than is the traditional seminar.

ERIC Descriptors:*Student Teachers; *Transfer of Training; Teacher Workshops; Peer Teaching; Self Determination; Higher Education; Individual Development; *Teaching Skills
ERIC Identifiers:*Wynn Experimental Model of Student Teacher Seminar

Performance of Three Cohorts of Students Enrolled in A Degree Programme in the Department of Primary Education at the University of Botswana.

John H. Yoder and Max W. Evans

ED 293 834

The problem of meeting the demands of a rapidly expanding educational system is common to many developing nations. A major component of the problem lies in the fact that many of the teachers now in the schools lack the necessary educational background that would permit them to enroll in advanced-level programs in order to upgrade their qualifications. The problem has been addressed by various mature age entry programs in which students who lack the usual academic credentials may qualify for university entrance. This paper describes the bachelor of education program in primary education at the University of Botswana, and looks at some of the entering characteristics of those students who constitute the

first three intakes into the program and who have by now completed it. The major focus of the paper documents the academic performance of those students during the program and makes tentative comparisons of their performance with those of students in a non-mature entry program. Entry characteristics are examined for predictors of success in the program. The paper concludes with a discussion of implications for this and similar mature-age entry programs.

ERIC Descriptors:*Teacher Education Programs; *Developing Nations; *Student Characteristics; *Teacher Certification; *Educational Background; Higher Education; Program Effectiveness; Career Development; Predictor Variables; Academic Achievement; Foreign Countries
ERIC Identifiers:*Botswana; *Mature Age Entry Programs

1987 National Survey of Students in Teacher Education Programs: Preliminary Findings. AACTE Research About Teacher Education Project.

Nancy L. Zimpher

**SP 030 174

This is a preliminary report of a survey of students in teacher education programs. The surveyed students were drawn from three strata: baccalaureate degree only; baccalaureate, masters, and 6-year; and baccaluareate, masters, 6-year, and doctorate. The demographic characteristics of students are compared. Findings about students' career choices and their education program activities are reported to synthesize the data from the survey, five brief profiles are drawn of the students in the areas of: (1) common demography; (2) traditional studenting; (3) limited horizons; (4) altruism; and (5) cultural insularity.

ERIC Descriptors:*Student Background; *Teacher Education Programs; *Program Attitudes; *Education Majors; Higher Education; Student Characteristics; Degrees (Academic); *Career Choice
ERIC Identifier@:*AACTE Research About Teacher Education Project

Thinking; Teacher Education

PROFESSIONAL DEVELOPMENT

Today's teachers realize that their education does not end at commencement but is a life-long process. Ways and means of improving their teaching skills and classroom techniques are provided by increasingly sophisticated inservice programs.

These papers describe programs designed to help teachers develop their problem solving skills; to deal more effectively with their students; and to explore independently solutions to the dilemmas of teaching young people. Papers in this section include: the effect of computers in the classroom on the teacher role and teacher-student interaction; how mastery learning and mastery teaching complement one another; how principals in one school district have encouraged teachers' professional development; a New York City program to recruit and train retired teachers to mentor novice teachers; and the relationship between advanced placement teachers' education attainment and their student's performance on the AP examinations.

Does the Academic Background of Teachers Affect the Performance of Their Students?

Judith Bodenhausen

ED 293 836

This study investigates the relationship between the academic background of teachers of advanced placement (AP) classes and the scores of their students on the nationally administered advanced placement examinations. The effect of teacher characteristics on the exam scores was found to be significant. Classes which did poorly on the exams were more likely to have had teachers with weak backgrounds. Conversely, classes in which the average exam score was 4+ (out of 5) were far more likely to have had teachers with strong backgrounds. In addition, classes in which teachers were inexperienced in teaching at the AP level tended to do less well while classes of teachers who had more than 10 years' experience teaching advanced placement classes did much better than average. Regression analysis showed the interaction of the ranking of the undergraduate grade-point average in the AP subject to have a significant effect on student scores.

ERIC Descriptors:*Student Needs; *Advanced Placement Programs; *Teacher Qualifications; *Teacher Background; *Academic Achievement; Teaching Experience; Secondary Education; Teacher Effectiveness; Teacher Student Relationship; Scores; Regression (Statistics)

A Study of Teachers' Planning.

Rolland Callaway

ED 292 795

This research project studied the decisions which experienced teachers make in planning a new unit of curriculum and instruction. The study focused on unit planning in the context of the total scheme of teacher planning, i.e., yearly, term or semester planning, unit planning, weekly planning, and daily lesson planning. Seventy-six experienced elementary and secondary teachers were asked to plan a unit, listing in chronological order the planning decisions made prior to the beginning of the unit, and decisions that would be made as the unit was being taught. An analysis of the results includes the following points: (1) The major concern teachers expressed planning units was the question of what content to include and where this fits in the district and textbook curriculum. (2) The second concern was about resources and materials that would be readily handy. (3) Teachers expressed the need for evaluation, but in a typical test approach. (4) There was little evidence that teachers considered greatly student interests.

ERIC Descriptors:*Planning; *Teachers; *Curriculum Development; *Units of Study; *Cognitive Processes; Instructional Effectiveness; Elementary Secondary Education; Lesson Plans; Teaching Methods
ERIC Identifiers:*Tyler Rationale

Principals' Perceptions of Teachers' Instructional Practices: A Case Study.

Anita M. Canizeres and Tom Rusk Vickery

ED 293 814

A brief description is given of a small school district in which the Mastery Learning approach to instruction has been operative since 1971. This study examined teacher evaluation records written by the district's school principals in order to determine the behaviors, attitudes and actions that these school administrators encourage in teachers, and their perception of teacher behaviors and activities. The district was chosen for the study because it is becoming well-known for the excellence of its program and for the extraordinary achievement results obtained by its students. An analysis of the data from these reports is used to compose a profile of the principals" concept of the "mastering teacher"--one who possesses the knowledge, expertise, and skills that result in an excellent job performance with excellent results. The principals, without exception, emphasized and encouraged behaviors, actions, and attitudes that would enable teachers to grow professionally as well as to contribute toward the goals of excellence through the implementation of Mastery Learning.

NOTE:For related documents, see SP 030 140-141. ERIC Descriptors:*Administrator Attitudes; *Principals; *Program Effectiveness; *Teacher Evaluation; *Mastery Learning; *Instructional Effectiveness; Teacher Behavior; *Teaching Methods; Elementary

Secondary Education; Teacher Attitudes

Responding to Student Questions: The Effects of Teacher Subject-Matter Knowledge and Experience on Teacher Discourse Strategies.

William S. Carlsen and Suzanne M. Wilson

ED 294 842

This paper analyzes responses by 20 high school history teachers to student questions about the beginning of the American Revolution. The teachers viewed a 15-minute videotape on the subject, responded to a series of scripted questions read by student actors, and later reflected in writing on their teaching performance. The teachers varied by gender, race, years of teaching experience, and level of formal education. Videotapes of each administration were analyzed and the written records were studied in an effort to describe the effects of prior teaching experience and formal education on teacher teachers' discourse. An analysis of the teachers' discourse strategies indicated that the following factors are related to teaching experience: (1) length of responses; (2) factual content of responses; (3) relating history to students' personal experiences; (4) use of humor; (5) meta-talk on the questions; and (6) follow-up with students. The level of formal education was related to strategies 2 and 3 only.

ERIC Descriptors:*Discourse Analysis; *Dialogues (Language); *Teaching Experience; *Educational Background; *Teacher Response; Secondary School Teachers; Interpersonal Communication; Teaching Methods; Connected Discourse

The Education Professoriate: Introductory Foundations Faculty, 1987 RATE Data.

Edward R. Ducharme and Mary M. Kluender

ED 294 871

This report describes characteristics of teacher education faculty who teach introductory foundations courses, their background and preparation, scholarly productivity, field activity, professional activities and salaries. The study population was drawn from member institutions of the American Association of Colleges for Teacher Education (AACTE). The report also compares these faculty and the secondary methods faculty described in the AACTE 1986 Research About Teacher Education (RATE) study.

For purposes of the questionnaire, "foundations of education" is defined as those education courses or course components which engage students in a critical examination of the relationships between the disciplines (e.g., philosophy, sociology, history) and educational practice and policy. The profile of a foundations of education professor is that of a middle-aged, white male who is busy in a variety of professional endeavors, and is tenured, promoted, and place-bound. Survey data are presented on graphs.

ERIC Descriptors:*Teacher Characteristics; *Foundations of Education; *Teacher Educators; *Teacher Background; *Professors; Tenure; Aging in Academia; Employment Level; College Faculty; Higher Education
ERIC Identifiers:*AACTE Research About Teacher Education Project

Teachers as Researchers: Implications for Supervision and Teacher Education.

John Elliott

ED 293 831

The opening section of this paper describes the author's first experience with collegial attempts at curriculum reform through practical inquiry, illustrating a process in which ideas are tested and developed. This form of teacher-based practical inquiry is a characteristic feature of a certain kind of curriculum reform process. However, "The institutionalisation of 'action-research' and 'teachers as researchers' as approaches to teacher education within academic institutions raises a number of critical issues for tutors and supervisors to reflect about. If we are to facilitate reflective practice as a form of educational inquiry in schools then we must treat teacher education as a reflective practice also." Some of the issues to be faced by teacher educators in promoting reflective practice and action research on the part of teachers are illustrated by detailed descriptions of three reform projects: the Humanities Curriculum Project, under the direction of Lawrence Stenhouse (1967); the Ford Teaching Project (1973-75); and the Teacher-Student Interaction and Quality of Learning Project (1981-83).

ERIC Descriptors:*Change Strategies; *Change Agents; *Teacher Educators; *Theory Practice Relationship; *Action Research; *Curriculum Development; Elementary Secondary Education; Higher Education
ERIC Identifiers:*Reflective Teaching

Inservice Education: Some Constructivist Perspectives and Examples.

Richard F. Gunstone and Jeff R. Northfield

ED 292 787

This paper describes some salient aspects of inservice education that focus on constructivist learning/conceptual change. Major issues for

inservice education based on the constructivist approach are described. These issues arise from viewing teachers as constructivist learners, and the assumption that conceptual change needs to be considered in the same way for both teachers and students. The constructivist theory of learning makes the following assumptions: (1) Effective inservice education involves conceptual change on the part of teachers. (2) When the thrust of the inservice program is towards constructivist perspectives on teaching and student learning, the change involves teachers' conceptions of learning and teaching. (3) Conceptual change in teachers is most helpfully considered in terms of whether or not new ideas are intelligible, plausible, fruitful and feasible. (4) The conceptions held by teachers on entering an inservice program will sometimes include ideas and beliefs about the focus of the program which conflict with those of the program's leaders. (5) The inservice must, wherever possible, model but not mimic the strategies and ideas being advanced. (6) Different groups will enter inservice programs with different levels of relevant knowledge and experience (7) Those conducting the inservice program must be sensitive to their own needs to undergo conceptual change. Descriptions of four inservice programs illustrate how one or more of these issues arose and was dealt with in the course of the program.

ERIC Descriptors:*Concept Formation; *Learning Processes; *Attitude Change; *Teacher Attitudes; *Cognitive Dissonance; Inservice Teacher Education; *Program Attitudes; Foreign Countries
ERIC Identifiers:*Constructivist Learning

Bloom's Mastery Learning and Hunter's Mastery Teaching: Complement or Conflict.

Thomas R. Guskey

ED 292 808

This paper describes the basic elements of Mastery Learning, as outlined by Benjamin S. Bloom, and Mastery Teaching, as outlined by Madeline C. Hunter. It shows that while these two instructional approaches are clearly distinct, they can actually serve to complement one another. In addition, each can strengthen the other so that when used in combination, results are likely to be better than either can achieve alone. Implications for staff development and instructional improvement programs in general are also discussed.

ERIC Descriptors:*Mastery Learning; *Behavioral Objectives; *Teacher Effectiveness; *Instructional Improvement; Learning Strategies; Teaching Methods; Academic Achievement; Feedback
ERIC Identifiers:*Blooms Mastery Teaching Strategy; *Hunter Instructional Model

A Peer Coaching Model for Teachers of Limited English Proficient Students.

Judy Kwait

ED 292 806

This paper examines the hypothesis that teachers can experience significant improvement in teaching behaviors, given an appropriate peer coaching staff development program which ensures accountability, support, companionship, and specific feedback. A discussion of the effectiveness of different types of teacher training, the process of coaching, and the characteristics of peer partners includes the implications of coaching for teachers of limited English proficient students. A study that implemented a peer coaching model of staff development for mainstream classroom teachers, bilingual education teachers, and English as a second language teachers of students in grades K through 12 is described. The treatment is uniform across teacher groups. Intensive training occurred over a three-day period at a central location, and is being followed by in-district implementation over a six month period. The data presented in this paper reflect preliminary findings after three months of implementation.

ERIC Descriptors:*Staff Development; *English (Second Language); *Language Teachers; *Program Effectiveness; *Teacher Improvement; Program Implementation; Teaching Methods; Limited English Speaking; Students; Elementary Secondary Education; Inservice Teacher Education

Is Teaching Also a Moral Craft for Secondary School Teachers? Cognitive and Emotional Processes of Student Teachers in Professional Development During Teacher Education.

Hannele M. Niemi

ED 294 875

An introductory overview is presented of current Finnish and American research into secondary school teaching as both a moral and technical endeavor. The research study described sought a comprehensive view of what happens in a student teacher's professional development during teacher education. The following problems were researched: What kind of individual qualities--such as personality, attitudes toward teaching, the teaching profession and the teacher's role--do secondary school student teachers have and what connections do these qualities have with their professional development? What emotional processes and problems do students have concerning teaching practice and training when engaged in a teacher education program. What cognitive processes does a teacher education program awaken in students and what are students' conceptions about the relevance of the teacher education curriculum to their eventual work as teachers? The interrelationship among these problems is discussed.

ERIC Descriptors:*Secondary School Teachers; *Affective Behavior; *Student Teachers; Higher Education; *Cognitive Development; *Emotional Experience; Psychological Patterns; Teacher Behavior; Preservice

Teacher Education; Teacher Education Curriculum; Foreign Countries
ERIC Identifiers:Finland,

Through the Looking Glass: Towards Thicker Description of Teaching.

John K. Olson

ED 292 799

In this ethnographic study of teachers' experiences with microcomputers in their classrooms, George Kelly's (1955) personal construct theory was used to develop a clinical interview strategy based on the idea that how teachers deal with a change depends on how they construe classroom life. It is posited that teachers have well-established practices for conducting their classes which allow the business of the class to be done. Computer-based learning threatens those routines and causes routines to be re-appraised. How teachers use computers and how they construe their experience cannot be properly understood without knowing the backdrop of everyday classroom routines and what it says about how a teacher interacts with the students, Using Kelly's method, two teachers were asked to construe classroom events involving computers. The researchers gained insight into the way teachers thought about their experiences with microcomputers. One teacher, at the elementary level, was just beginning to imagine how computers would work in the classroom. The other, at the secondary level, was already applying the computer to the curriculum. Observations of the teachers' classrooms and of in-depth interviews with the teachers are presented.

ERIC Descriptors:*Computer Assisted Instruction; *Behavior Patterns; *Teacher Student Relationship; *Teacher Attitudes; *Classroom Environment; Microcomputers; Elementary Secondary Education; Behavior Change; Classroom Techniques; Classroom Observation Techniques; Foreign Countries

Peer Collaboration: Enhancing Teacher Problem-Solving Capablities for Students at Risk.

Marleen C. Pugach and Lawrence J. Johnson

ED 292 800

This paper presents results of an investigation designed to examine the effectiveness of a structured problem-solving process entitled "peer collaboration." The process assists general classroom teachers in developing and implementing alternative interventions focused on the needs of students with mild learning and behavior problems. Forty-eight teachers from southeastern Wisconsin and central Illinois, teaching in elementary through junior high classes, were in the intervention group. Forty-three elementary school teachers from the same regions were in the comparison group. Data indicated that teachers in the intervention group

increased their tolerance for the range of cognitive abilities their idealized teachable pupils might exhibit as measured by the Teachable Pupil Survey (Kornblau, 1982). Using the peer collaboration process, teachers reconceptualized their understandings of classroom problems and were generally able to generate a wide variety of successful individual interventions to address identified learning and behavior problems.

ERIC Descriptors:*Teamwork; *Learning Disabilities; *High Risk Students; *Behavior Problems; *Academic Ability; Special Education; Problem Solving; Elementary Secondary Education
ERIC Identifiers:Collegiality

Teacher Perceptions of PET With Special Emphasis on Coaching.

Janelle Rivers

ED 294 876

Analysis of survey results from 199 PET (Program for Effective Teaching) trained teachers in three cohorts trained in successive years and from 62 non-PET trained teachers indicate the PET trained teachers responded favorably to the initial training. Teachers perceive that PET training has had a positive effect on their classroom performance, and they employ PET concepts regularly. Except for an increased number of coaching observations for recent trainees, the results were consistent across the three groups of PET trained teachers. Both trained and untrained teachers were asked how many times a year they would like to have their classroom teaching observed for the purpose of improving teaching skills. Non-PET trained teachers desired significantly more observations than those who had received PET training. A factor analysis of variables related to implementation of coaching revealed four coaching behavior factors. Coaching behaviors were generally found to be consistent with the PET model on three of these factors, with approximately half the coaches deviating from the PET model on the fourth factor.

ERIC Descriptors:*Program Effectiveness; *Tutors; *Teacher Attitudes; *Training Methods; *Training Objectives; Theory Practice Relationship; Program Evaluation; Elementary Secondary Education; Inservice Teacher Education
ERIC Identifiers:*Program for Effective Teaching

Developing Teacher Knowledge for Professional Renewal: A State Professional Development Perspective.

Anthony G. Rud Jr.

ED 292 801

The purpose of the North Carolina Center for the Advancement of Teaching is to "recognize and enhance teaching as an art and as a profession, by

providing career school teachers with opportunites to study advanced topics in the sciences, arts, and humanities, to engage in informed discourse, and otherwise to pursue scholarly interest." The center serves teachers from every grade and subject, and from every area of the state through interdisciplinary seminars. The center's long-range objectives are to reward excellence in teaching, to provide an opportunity for intellectual renewal, and to retain outstanding teachers. The program at the center concentrates on the personal and intellectual renewal of teachers through seminars, support of teacher-initiated research and artistic production, and the development of a statewide colleague network. Descriptions are given of several seminars, illustrating how the center's objectives of encouraging the intellectual growth of the participants are being met and extended.

ERIC Descriptors:*Inservice Teacher Education; *Humanistic Education; *Continuing Education Centers; *Intellectual Development; *Summer Programs; Liberal Arts; Adult Education; Epistemology
ERIC Identifiers:*North Carolina Center for the Advancement of Teaching; Collegiality

Training Retired Teachers for the Transition to Mentoring.

Susan Riemer Sacks and Katherine Knight Wilcox

ED 294 840

State legislatures and school systems have mandated or recommended mentoring supports for inexperienced teachers. This paper describes a program designed to recruit retired New York City public school teachers to be trained to serve as mentors for newly hired teachers. The study of the training program focused on the interface between the training experiences and the retired teachers' attitudes and behaviors as they became involved in the complexities of mentoring. An essential perspective built into the training design was that retired teachers were viewed as master teachers with valued expertise. Selected retired teachers participated in three separate, intensive, four-day pre-school workshops of 18 hours each. The workshops included large- and small-group discussions, role playing, demonstrations, and videotape analysis. The results of an analysis of the program's effectiveness are presented in three sections: phases of the transition from master teacher to mentor; comparisons of elementary and secondary teachers during the initial training; and comparisons across training sessions. Three tables are included.

ERIC Descriptors:*Teacher Retirement; *Retraining; *Mentors; *Master Teachers; *Beginning Teachers; Teacher Attitudes; Teacher Behavior; Teacher Recruitment; Elementary Secondary Education
ERIC Identifiers:Beginning Teacher Induction

Effects of Change in Teacher-Pupil Ratios and Teachers' Salaries on

Achievement and Dropouts.

John T. Seyfarth

**SP 030 357

This study examined three questions: (1) Are district-wide reductions in teacher-pupil ratios related to gains in reading and mathematics achievement for students in grades 4,8, and 11? (2) Are district-wide reductions in teacher-pupil ratios related to decreases in the percentage of students who leave school between grades 8 and 12 without graduating? (3) Is there evidence that policy decisions about teachers' salaries are influenced by other policies such as changes in teacher-pupil ratios or by changing conditions, such as enrollment increases or decreases? Data were obtained from 135 Virginia districts for the years 1978-79 and 1985-86. Changes in teacher-pupil ratios, achievement test scores, teacher's salaries, and dropout rates were compared. No evidence was found linking reductions in teacher-pupil ratio to student achievement. Beginning teachers' salary was modestly related to achievement in mathematics in the fourth and eighth grade levels. Changes in teacher-pupil ratios and beginning teachers' salary were related to lower dropout rates, but lower ratios were not commonly assumed to produce that outcome by policy makers. Decisions on reducing teacher-pupil ratios were not made independently of decisions on salary levels, but a relationship was found between changes in total district enrollment and teachers' salaries.

ERIC Descriptors:*Teacher Student Ratio; *Teacher Salaries; *Academic Achievement; *Droupout Rate; Teaching Conditions; Policy Formation; Elementary Secondary Education; Class Size; Regression (Statistics); Analysis of Variance

Education Divided by AIDS Equals (?)

Joan Strouse

ED 292 786

A questionnaire was sent to all 256 public school districts in the state of Oregon requesting information on policies towards students or personnel with Acquired Immune Deficiency Syndrome (AIDS). The survey was designed to see if districts had a written or unwritten policy specifically designed to deal with AIDS. Responses indicated that the majority of school districts had no plan developed to deal with AIDS should it occur in their area. This was uniquely true in the case of rural areas. Written policies, when they existed, followed guidelines for the more common communicable diseases. An overwhelming number of districts chose to adopt a "wait and see" attitude, leaving policy-making to wait until such an emergency occurs. This report emphasizes that AIDS is an international epidemic and that education is necessary to ensure humane and prudent management of existing cases, and to help today's youth learn to avoid contracting the disease.

ERIC Descriptors:*Acquired Immune Deficiency Syndrome; *Health Education; *Negative Attitudes; *Rural Areas; Policy Formation; Community Attitudes; Elementary Secondary Education; Regional Attitudes; *Board of Education Policy

Cognitive Modification as Intervention for Increasing Basic Skills in Classroom Planning and Teaching.

Dennis W. Sunal

ED 292 802

One formal operational schema, hypothetical-deductive reasoning, is seen as most important to effective decision making in planning and executing classroom lessons. While it is clear that formal thought schema are widely used in teaching, it is also understood that these reasoning schema are themselves dependent upon the more fundamental cognitive processes. Prerequisite development includes, among other foundation processes, information processing skills which facilitate predecision actions through more efficient or increased sensitivity, receptivity, and use of internal and external stimuli. This study investigated the effects of intervention training in cue attendance on preservice teacher performance in observing details, asking questions, constructing alternative hypotheses, analyzing classroom teaching, and planning and teaching a classroom content unit. Included in the intervention instruction and in the dependent variables were detail attendance, information search questions, hypothesis generation, and designing strategies for hypothesis testing. Results of the study supported the hypothesis that teacher education courses focusing at least partially on prerequisite cognitive processes can increase teaching effectiveness.

ERIC Descriptors:*Teacher Effectiveness; *Formal Operations; *Abstract Reasoning; *Logical Thinking; *Cognitive Processes; *Schemata (Cognition); Higher Education; Preservice Teacher Education; Critical Thinking; Decision Making
ERIC Identifiers:*Thinking Skills

Conceptual Change and Science Teacher Training: A Constructivist Perspective.

M. Grimellini Tomasini and B. Pecori Balandi

ED 292 809

A discussion is presented on the development and implementation of two inservice training programs for science teachers which were based on a "constructivist perspective". "A constructivist perspective means to believe that knowledge in an individual is always a personal construction." Within this framework, the programs involved the development of both teaching strategies, aimed at fostering students'

construction of new knowledge in science, and of training activities, aimed at fostering teachers' construction of a new teaching style. The first of the two inservice training programs lasted for five years and was devoted to inservice science teachers in the middle school level. All were graduated in mathematics or physics, chemistry, biology, or natural sciences. The second, most recent program, was devoted to elementary school teachers who had received very little training in science at the preservice level. Both programs are described in detail.

ERIC Descriptors:*Science Teachers; *Teaching Styles; *Learning Strategies; *Training Methods; *Concept Formation; Inservice Teacher Education; Elementary Secondary Eduation; Research Utilization; Foreign Countries
ERIC Identifiers:Italy; *Posner Conceptual Change Model

Action Research: A Field Perspective.

Patricia Wood

**SP 030 352

This paper presents the personal narrative of a teacher who engaged in action research in her classroom. A step-by-step description, outlined in the prescribed form for conducting action research (plan, act, observe, and reflect), notes the successes and failures encountered throughout the experiment. A student teacher was conducting action research on a different topic simultaneously in the classroom. The effect of their collaboration on the two projects on the cooperating teacher-student teacher relationship is described. The value of action research in the classroom, in preservice teacher education, and in inservice education programs for practicing teachers is discussed.

ERIC Descriptors:*Action Research; *Classroom Research; *Research Methodology; Student Teachers; *Student Participation; Classroom Observation Techniques; Elementary Education; Cooperating Teachers; Student Attitudes; Teacher Attitudes

INTELLECTUAL GROWTH

Teaching is an art and a science which requires teachers to draw constantly upon inner-sources to achieve the goal of educating students. These papers discuss teachers' continued intellectual development and how teachers' perspectives broaden as they think critically about their work and reflect upon how better to educate students. Titles in this section range from "Did the American Herbartians Have a Research Base?" to "The Cultural Context of Teacher Thinking and its Significance for Innovation." Other titles include, "From Microteaching to Teaching Learning Laboratories: an International Perspective," "Teachers' Professional Dilemmas," and "Sharing Professional Savvy for Mutual Purpose: Researcher and Teacher Join Hands."

Teaching and Being: Connecting Teachers' Accounts of Their Lives with Classroom Practice.

William Ayers

ED 294 841

This paper demonstrates the use of the autobiographical method for understanding the complex personal perspectives of teachers as they reflect upon their lives as teachers and individuals. The perspective includes the intellectual, ethical, and emotional stance of the teacher who is engaged in, and reflecting upon teaching. The subjective experiences and the personal feelings of teachers are regarded as valuable for an understanding of teaching. Brief case studies are presented of four preschool teachers. To gather ethnographic and autobiographical information about the teachers, they were observed in the classroom setting, and were interviewed to create for each a "life-narrative." They engaged in personal correspondence with the author. In interviews, vignettes, and interpretive activities,the goal was to build-up a store of reflective information about practice and background in order to develop the beginnings of a thoughtful co-biographical narrative. A discussion is presented on the value of using an autobiographical method to achieve a deeper understanding of the teacher's art.

ERIC Descriptors:*Personal Narratives; *Teacher Attitudes; *Research Methodology; *Teacher Background; Autobiographies; *Teaching Experience; Profiles; Case Studies; Teacher Motivation; Preschool Education; Self Actualization

Reflection in Student Teaching: The Place of Data in Action Research.

Marie Brennan and Susan H. Noffke

**SP 030 351

This paper explores the use of data for evidence in the task of building dialogue in an action research project developed for student teachers in the University of Wisconsin "Action Research on Action Research" project. Three particular uses are found. First, data in the form of information is gathered on a topic under discussion or investigation, namely, the Action Research Project. Each student and supervisor have data on his focus which can be shared with the group. Dealing with this data becomes the focus of a second phase of data gathering: data about how the group processes are working in meeting goals, whether jointly set as co-researchers or in relation to individually specific situations. Finally, there is data about what is being learned about action research, which is the focus of the supervisors in their joint project. The point of collecting the data is to further the communicative action of members of the group and to promote greater articulation and understanding of the specific interests and tasks of student teaching. Brief case histories of students, focusing on classroom management and discipline as their projects demonstrate how the discussion of data assisted group members to build and articulate their own theories.

ERIC Descriptors:*Action Research; *Student Teaching; *Group Dynamics; *Data Collection; *Data Interpretation; Interpersonal Communication; Teacher Student Relationship; Interpretive Skills; Preservice Teacher Education; Higher Education

The Knowledge Which Underpins the Craft of Teaching.

Sally Brown and others

ED 294 872

This research examined teacher routines--the ordinary things that experienced teachers do spontaneously in their classrooms--in order to determine what these teachers do well; how they do these things well; and how they conceptualize their own classroom teaching. The research sample was selected from student evaluations of teachers: pupils were invited to describe the strengths of their recent teachers. Pupil perceptions of exemplary teacher characteristics and a consensus of teachers identified as effective resulted in the selection of teachers. The sample comprised teachers with different strengths and different subject specialties in secondary school and feeder primaries. These teachers selected the aspects of their teaching which particularly pleased or satisfied them. It was noted that they initially referred to their pupils' activities or progress in describing elements of successful teaching. An analysis of data gathered from observation and taped reflections highlights variations among the teachers and generalizations about the many similarities on how the teachers evaluated themselves. A set of inter-connected concepts developed from intensive studies of teachers' interviews and responses to questions led to a theoretical framework of how exemplary teachers form routines in order to maintain desired states in pupil activity or to promote specific kinds of progress.

ERIC Descriptors:*Teacher Effectiveness; *Teacher Behavior; *Learning Strategies; *Classroom Techniques; *Teacher Student Relationship; Student Evaluation of Teacher Performance; Teaching Experience; Teacher Characteristics; Elementary Secondary Education; Foreign Countries

Personal Knowing in Spontaneous Teaching Practice.

Ardra L. Cole

**SP 030 346

Using data gathered by way of ethnographic research techniques in an intensive collaborative investigation of the classroom practice of two experienced teachers, each teacher's uniqueness is delineated. It is illustrated with examples of classroom practice and what it means for each teacher to know what to do in spontaneous practice. Specifically, the question was asked: In the immediacy of the moment in a classroom, how do teachers know when to change or maintain an approach or method of handling a particular situation? The theoretical perspective of this study derives from the notion of the theory-practice dialectic. The conduct of the inquiry was based on the idea of teachers as theorists and on the belief that an understanding of teacher practice may be gained through mutual reconstruction of meaning in action. Teaching is viewed as a professional task: teachers as professional practitioners, owners and users of vast resources of experience-based knowledge and the teaching practice as an expression of this knowledge.

ERIC Descriptors:*Teacher Effectiveness; *Teaching Experience; *Teacher Student Relationship; *Teacher Behavior; *Student Characteristics; Elementary Secondary Education; Individual Differences; Interaction Process Analysis; Interpersonal Competence
ERIC Identifiers:*Teacher Decision Making

Sharing Professional Savvy for Mutual Purpose: Researcher and Teacher Join Hands.

Ardra L. Cole

**SP 030 345

When researcher and teacher unite in a common goal of increased understanding, it is a mutally dependent and beneficial endeavor. In this paper the author reports on the methodology used in a recent classroom investigation of teachers' expressed beliefs in which each of the two participating teachers was engaged as co-researcher involved in the design, conduct, and interpretation of the work. The study, built on the principles of mutual adaptation, exemplifies Hunt's (1987) notions of reflexivity, responsiveness, and reciprocality, and reflects an understanding of teaching as experienced and articulated by the two teacher/co-investigators. Information was gathered using the ethnographic

techniques of participation, observation, and interview-discussion, and was documented in the form of field notes, audiotapes, written teacher statements and reflections, and written researcher reflections. The distinctive feature of the methodology and the theme of this paper is the feedback component of "descriptive summaries" which transformed the research process into a cycle of experiential learning. The author used an example of a descriptive summary to illustrate the essentiality of ongoing feedback in research to inform, guide, and benefit the researcher, the practitioner, and the research itself.

ERIC Descriptors:*Interpersonal Communication; *Research Methodology; *Educational Researchers; *Teacher Participation; *Feedback; Experiential Learning; Interaction Process Analysis; Theory Practice Relationship

The Dimensions of Reflection: A Conceptual and Contextual Analysis.

Susan E. Noffke and Marie Brennan

**SP 030 350

"This paper will attempt to fill some of the gaps in the literature on reflective teaching , delving further into the meaning and functions of reflection. First, it will consider the origins of the term and some aspects of its development. It will then analyze and critique some of the current notions of reflection. Beginning the process of a more rigorous assessment of the rationale and assumptions of various approaches, the paper uses as its focus the pre-service education program at the University of Wisconsin-Madison, and critiques the usefulness of various conceptions in facilitating a better understanding and more enlightened and strategic action on the part of teachers and student teachers. Various contextual problems are then introduced, outlining the conflicting aims in the uses of 'reflection' in teaching, and theoretic issues are raised. The final section offers an alternative way of understanding the process of reflection, one which begins to address some of the problems of current interpretations."

ERIC Descriptors:*Theory Practice Relationship; *Teacher Attitudes; *Self Evaluation (Individuals); *Educational Philosophy; *Metacognition; Comprehension; Moral Values; Epistemology; Teaching Methods; Preservicee Teacher Education; Higher Education; Student Teachers; Cognitive Processes; Abstract Reasoning
ERIC Identifiers:*Reflective Teaching

The Cultural Context of Teacher Thinking and its Significance for Innovation.

John K. Olson

ED 293 832

This paper considers the discord that may arise in a teacher's thinking when a conflict arises between technical innovations and the generally accepted aims and culture of teaching itself. Teachers share common ideas about what they do and why it is valuable; there tends to be agreement about what the collectively approved actions of teachers say about important matters in their, and their students', lives. While teachers' thinking and innovation are related (innovation is the remedy of dysfunction and teacher thinking is a way of diagnosing it), external innovation may cause problems for the teacher. The conflict between what is considered "good teaching" and what the innovation demands then surfaces. Such a conflict is illustrated by a description of the introduction of new computer technology into the classroom of an experienced English teacher. A discussion is presented on the philosophical question of the dichotomy between what a teacher considers just or fair for students, and the rewards offered by the bureaucracy for teaching computer literacy.

ERIC Descriptors:*Teacher Attitudes; *Cognitive Dissonance; *Educational Innovation; *Computer Literacy; *Congruence (Psychology); Foreign Countries; Elementary Secondary Education; Teacher Effectiveness; Educational Objectives; Metacognition

From Microteaching to Teaching Learning Laboratories--T.L.L. An International Perspective.

Arye Perlberg

ED 293 835

A quarter of a century after the inception of the microteaching concept and in view of the new emphasis given to teaching learning laboratories, this paper discusses the development of the microteaching concept and its present state-of-the-art. Special attention is given to the theoretical conceptualization of microteaching and the teaching learning laboratory. Based on the experience gained in the development and dissemination of the microteaching concept in teacher education programs, the paper proposes a rationale and direction for development of teaching learning laboratories in training, research, and development in teaching and teacher education. Special attention is given to the goals, objectives and working methods in the laboratory; the supervisory process; the use of multiple sources of feedback; and, in particular, video feedback, as a process of video self-confrontation.

ERIC Descriptors:*Microteaching; *Learning Laboratories; *Audiovisual Centers; *Individualized Instruction; *Autoinstructional Aides; Teaching Methods; Preservice Teacher Education; Higher Education; Feedback; Learning Strategies; Educational Objectives; Videotape Recordings

Investigating Teachers' Knowledge Through Ethnographic and Biographical Approaches: A Case Study.

Danielle Raymond and Marguerite Surprenant

ED 294 874

This paper describes the process of investigating a teacher's knowledge and pedagogical philosophy through a biographical rendition of a teacher's knowledge, grounded in a construction of present teaching practice, based on ethnographic data. The case study presented demonstrates how a major component of one teacher's present knowledge of her practice, the "idea of responsibility", has changed throughout her career. A discussion illustrates how a grounded conceptualization of this teacher's present pedagogy emerged from an ethnographic approach to her actions in the classroom. Following a description of what the "idea of responsibility" means in terms of her current teaching practices, its various manifestations at different moments in the teacher's life are examined, as well as how transformations occured in the teacher's thinking. Some issues concerning the potential of combined ethographic and biographic approaches to the study of teacher's knowledge as a process are raised. Part One outlines the ethnographic study: how data were collected and interpreted, and the progressive stages of the ethnographic investigation. The teacher's philosophy of teaching, approach to children, conception of learning and subject matters, and curriculum materials, and how she transforms theory into practice are discussed. In Part Two, the collection of biographical data and their interpretation are discussed. Concluding comments reflect on the validity of combining ethographic and biographic approaches in the study of the formation of a teacher's pedagogy.

ERIC Descriptors:*Teacher Background; *Teaching Experience; *Biography; *Ethnography; *Research Methodology; Elementary Education; Teacher Attitudes; Developmental Stages; Case Studies; Foreign Countries
ERIC Identifiers:Canada

Teacher Values and the Construction of Curriculum.

E. Wayne Ross

ED 294 844

The Social Studies Professional Semester at the State University of New York at Albany, is a program that attempts to provide the elements necessary for the development of reflective teaching. The 16-week program is designed to reduce the separation between clinical field experiences and professional education studies for preservice secondary teachers. The program has three phases: university-based methods course and directed field experience; student teaching; and post-student teaching. The program focuses on encouraging continuous reflections or theorizing about teaching practice, and throughout the semester teaching is presented as an investigative activity. Journals and observation assignments, and the

discussions they generate, serve as a backdrop for the treatment of specific teaching methods. Student teachers are encouraged to engage in the action research cycle (planning, acting, observing, and reflecting) in order to discover possiblities; to identify patterns and/or relationships in their practice; to judge and appraise practice; and to take actions based upon analysis of their past practice. During the post-student teaching phase of the semester, students discuss and present their projects and link their findings to earlier discussions of specific approaches to teaching.

ERIC Descriptors:*Theory Practice Relationship; *Critical Thinking; *Action Research; *Student Teaching; *Field Experience Programs; Teacher Attitudes; Teacher Behavior; Preservice Teacher Education; Higher Education
ERIC Identifiers:*Reflective Teaching

Teachers Learning From Experiences of Teaching: Analyses Based on Metaphor and Reflection.

Tom Russell and Phyllis Johnston

ED 294 859

This study on how teachers learn from experience to teach, explores teachers' recognitions of and responses to puzzles and surprises in the classroom when they involve coming to see in new ways the classroom setting and their personal role within it. Interview and observation data from four teachers provided the information for analysis. A pattern is seen of development in teachers' awareness of the events of their practice. Initially, awareness is at the level of becoming familiar with strategies with which one is comfortable and capable. Another level involves fine-tuning one's strategies. At both levels, teachers see their practice within a constant frame, and are unlikely to be attentive to the "back talk" from their classrooms. At another level, teachers are able to listen to students and to their practices, to reflect on puzzling situations, and to begin to see their teaching in a new frame. This shift in perspective is played out in the actions of teaching and is not necessarily thought out. Brief case histories are given of the four teachers studied, each of whom demonstrates teacher thinking at some point in the developmental continuum of learning to teach.

ERIC Descriptors:*Teaching Experience; *Experiential Learning; *Developmental Stages; *Concept Formation; *Teacher Attitudes; *Cognitive Development; Theory Practice Relationship; Teacher Student Relationship; Elementary Secondary Education

Effects of Intervention Instruction Using Cognitive Modification Techniques on Teacher Perception and Behavior.

Dennis W. Sunal

ED 292 798

Research involving cognitive modification and using intervention instruction in general prerequisite cognitive processes has shown that significant and long-term results are possible. Use of intervention instruction involving prerequisite data gathering skills with teachers has been successful in improving teaching skills: to use probing questions in classroom discussions; to give clear and concise directions; to solve formal operational level problems and to involve students in decision making. This study investigated the effects of intervention instruction in cue attendance on teacher performance in analysis and modification procedures of classroom lesson plans. The intervention instruction and follow-up lesson plan activities included detail attendance, information search questions, hypothesis generation and designing strategies for hypothesis testing. The 189 participants in the research project, all final-year secondary education majors, were divided into three groups. Pretesting involved critique of a classroom lesson for one group, a Piagetian Task Assessment for the second, and only introductory remarks for the third group. A detailed description is presented of the assignments, treatment, and treatment rationale for each group. An analysis of the results includes discussion of implications for teacher education techniques.

ERIC Descriptors:*Cognitive Processes; *Schemata (Cognition); *Cognitive Mapping; *Piagetian Theory; *Formal Operations; Problem Solving; Higher Education; Abstract Reasoning; Intellectual Development

Teacher and Student Cognition. Why Should We Care?

Deborah J. Trumbull

**SP 030 355

This paper critiques current research on functional understanding of thinking and teaching. Three trends in cognitive research are examined. The "reification of mind" (the assumption that "mind" is an entity just as is body) is examined as a research trend that accepts knowledge as existing independently of the experiences, intentions, and activities of persons. Criticism is also leveled at those trends which deny the emotional elements of learning and fail to consider the contexts of educating. If strategies to facilitate comprehension and cognition are to be found, the meanings assigned to those strategies are likely to be interpreted through a framework developed in formal schools. If learning is to be improved, an examination of the taken-for-granted structure of schools and of how that structure must be modified is in order.

ERIC Descriptors:*Cognitive Processes; *Affective Objectives; *Educational Change; *Research Methodology; *Concept Formation; Cognitive Structures; Emotional Response; Elementary Secondary Education; Perception

Did the American Herbartians Have a Research Base?

Barry H. Westfall

ED 293 803

The Herbartian Movement began with the writings of Johan Friedrich Herbart (1776-1841), a German philosopher and educator. He believed that, through instruction, the mind and morals of the child could be molded. For this purpose, knowledge stems from two sources experience, which furnishes knowledge of nature, and social contact which provides an awareness of one's fellow man. These two sources of ideas form, in turn, the two major branches of the curriculum: the scientific and the historical. Ultimately for Herbart, education should have two bases: ethics and psychology. The first determines the ends of education--that being a morally upright individual; while the second determines the means or methods of instruction. This paper examines Herbart's theories, and traces the history of Herbartianism from its impact on German thought through its transposition to America and its influence on the thought and practices of early American educators. This was the most comprehensive theory of education available to American educators up to the advent of John Dewey's pragmatism. The article concludes that while Herbartian theory is really just a series of deductions derived from a few ethically motivated central ideas, it provided one of the original foundations for whatever bond exists between scientific theory and educational practices today.

ERIC Descriptors:*Foundations of Education; *Educational Philosophy; *Educational Theories; Elementary Secondary Education; *Ethics; Educational Psychology; *Educational History
ERIC Identifiers:*Herbart (Johan Friedrich); *Herbartian Movement